



Navvy Extensions for BIE Educators

Amanda Drahn





What have you noticed about Navvy
since Essentials?
What do you wonder about Navvy?

Housekeeping for Virtual Participation

Please have
cameras on except
for extenuating
circumstances.



Please remain on
mute unless you
have a comment/
question.



Feel free to ask
questions in the
chat.

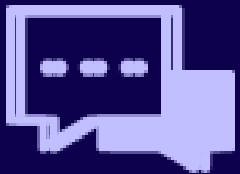


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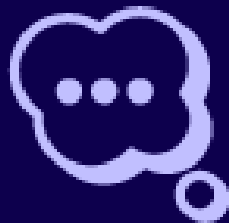


When you see these icons...

Discuss it



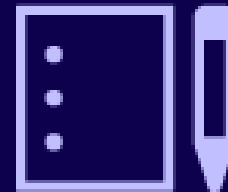
Reflect on it



Work on it



Write it



A group of children are outdoors in a grassy field. In the foreground, a girl with long dark hair, wearing a plaid shirt, is holding a blue pen and looking at a spiral notebook. Next to her, a girl in a blue shirt and denim overalls is holding a magnifying glass to her eye, looking at something on the ground. In the background, other children are visible, including a boy in a red and black plaid shirt and a girl in a blue and white plaid shirt. The scene is bright and sunny, with green foliage and yellow flowers in the background.

» Pearson
Navy

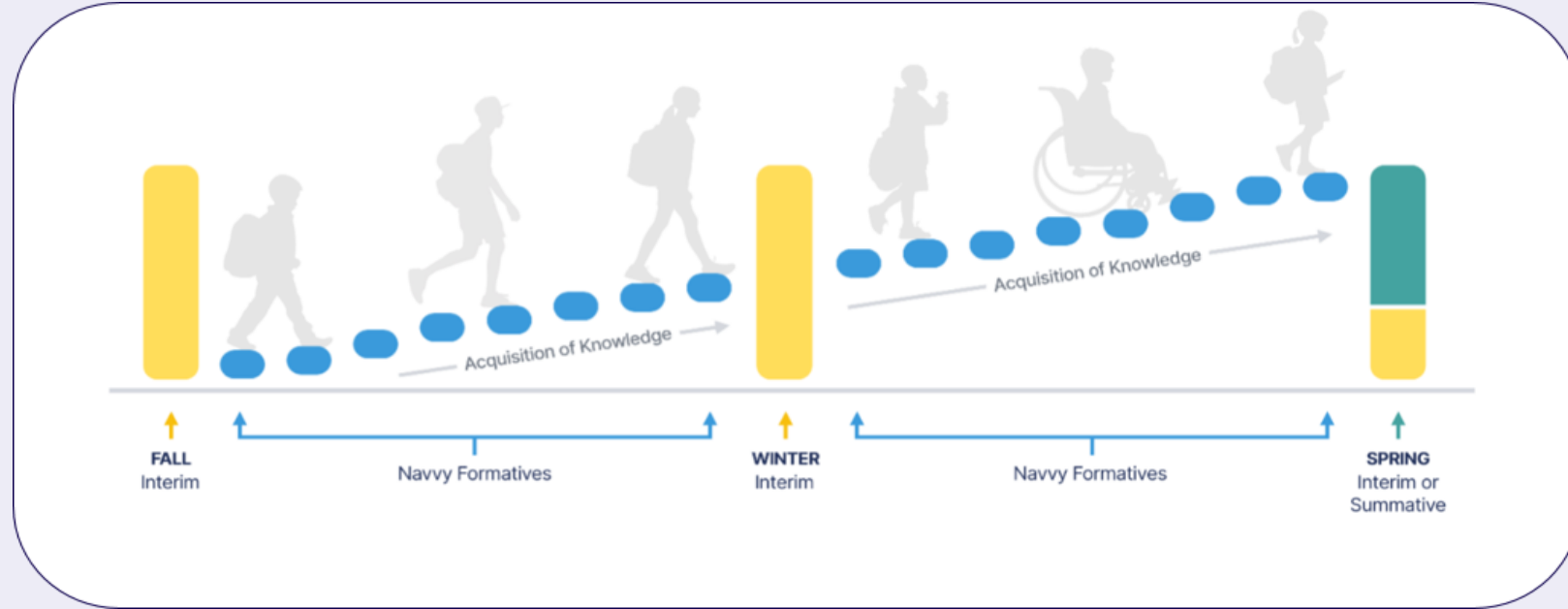
What is Navy?

Navy Extensions

Navvy is... part of a balanced assessment system!

Recall from Navvy Essentials:

- What is a balanced assessment system?
- Where does Navvy fit into a balanced assessment system?
- What is Navvy's purpose and intended use relative to the other components of a balanced assessment system?



Navvy is... giving you timely data you can trust at a grain size you can use!

Recall from Navvy Essentials:

- What are the similarities and differences between Competency Checks and Practice Checks?
- How is every Navvy report designed?

Reports

Class Reports



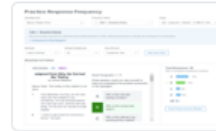
Roster by Standard

See up-to-date learning profiles for your class and students.



Component Accuracy

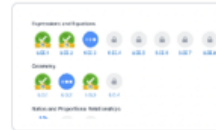
Compare class performance on individual components within a competency check.



Practice Response Frequency

See student response frequency on individual items within a practice check.

Student Reports



Student Progress

See a student's progress in learning standards throughout the school year.

Export ▼



Learning Map

Map a student's learning journey across all grade levels, with a competency status for each standard in the subject.



Navvy is... built with an innovative theory of action!

Recall from Navvy Essentials:

- What makes Navvy different from other classroom or formative assessment tools?
- Why is each pillar of Navvy's design central to the Theory of Action?
 - If it isn't **timely**, ...?
 - If it isn't **accurate**, ...?
 - If it isn't **specific**, ...?

Plan

Make a plan to address student needs using Navvy's **instructional resources**

Teach

Provide instruction and learning opportunities for students

Reflect on Results

Use **Roster by Standard, Component Accuracy**, and **Practice Response Frequency** reports to review data and identify student learning needs.

Check Understanding

Assign standards-level **Competency Checks** and **Practice Checks** to measure understanding.



Learning Objectives



Extend knowledge and application of Navvy in planning for best first instruction.



Build deeper familiarity with Navvy class and student reports, and analyze student learning evidence from them.



Plan personalized instructional interventions using data from Navvy reports, and execute them using other instructional resources available within Navvy.

Agenda

1 Introduction

2 What is Navvy?

3 Planning for Best
First Instruction
with Navvy

4 Analyzing
Evidence of
Student Learning
with Navvy

5 Targeted
Supports with
Navvy

5 Wrapping Up



What does
best first instruction
mean to you?

Best First Instruction with Navvy

"Best first instruction is the *skillful* use of proven teaching techniques that are *intentionally* sequenced to help all students convert new learning into long-term memory."

Goodwin, B. (2022). *Unleashing the power of best first instruction*. McREL International.

Plan

Make a plan to address student needs using Navvy's **instructional resources**

Teach

Provide instruction and learning opportunities for students

Reflect on Results

Use **Roster by Standard, Component Accuracy**, and **Practice Response Frequency** reports to review data and identify student learning needs.

Check Understanding

Assign standards-level **Competency Checks** and **Practice Checks** to measure understanding.



Planning for Best First Instruction with Navvy: Standards, Blueprints, and Practice Checks

NAVY

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Learning Library

Math

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Mathematics >

Math Grade 6

Search for a Standard

View Standard Description & Component

View Component & DOK Blueprint

Expand All

Collapse All

Expressions and Equations 9 Standards

6.EE.1

Write and evaluate numerical expressions involving whole-number exponents.

C1

Write numerical expressions involving whole-number exponents.

38-63%

DOK 1

50-63%

C2

Evaluate numerical expressions involving whole-number exponents.

38-63%

DOK 2

25-38%

C2

Evaluate numerical expressions involving whole-number exponents.

13-13%

DOK 3

13-13%

6.EE.2

Write, read, and evaluate expressions in which letters stand for numbers.

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Mathematics > Standard Set >

6.EE.8

6.EE.8

Description & Components

Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

C1

Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.

C2

Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.

C3

Represent solutions of inequalities of the form $x > c$ or $x < c$ on number line diagrams.

> Component & DOK Blueprint

ASSESSMENT

6.EE.8 - Competency Check

Diagnose standard competency with pre-built, bite-sized checks.

Assign New

ASSESSMENT

6.EE.8 - Practice Check

Build your own practice check with flexible pools of items.

Assign New

Print

> Learning Library

> Related Standards

NAVY

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Assign Practice Check

Online Practice

Create an online Practice Check assignment for real-time insight of student progress with standard- and item-level reporting.

Print Practice

Create a printable Practice Check to use as an offline activity in your classroom.

Standards

6.EE.8

Select Standards

View Standard Description & Navvy Blueprint

Description

Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

C1 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

the form $x > c$ or $x < c$ have infinitely many solutions.

ities of the form $x > c$ or $x < c$ on number line diagrams.

Component Blueprint

DOK Blueprint

C1

25-38%

C2

25-38%

C3

25-38%

DOK 1

25-38%

DOK 2

25-50%

DOK 3

25-25%

Explore the text of the standard, its components, and assessment blueprint from the Standards Directory and Standard Summary page or assign a Practice Check using the Navvy blueprint for pre-teach diagnostic data.

Planning for Best First Instruction with Navvy: Standard Starters

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Standard Starter

Standard 3.IN.3 asks students to read historical, scientific, and technical texts. Students read these texts using a specific lens—a focus on the relationships among historical events, scientific ideas, or steps in procedures.

3.IN.3 C1 1 File Cause and Effect

Sentence Strips Activity

This activity is a passage-agnostic, standalone activity that can be repeated or extended with different text or media. Use the blank strips and fill them in to meet your needs based off on a text, event, or piece of media used in class. The directions are for a whole-class or group application, but it could be modified pairs or individual students.

3.IN.3 C1 1 File Cause and Effect

What Is a Spacewalk?

In this activity, students read a passage about spacewalks and will describe cause-and-effect connections between scientific ideas using language that pertains to cause and effect.

3.IN.3 C1 5 Files Cause and Effect

Who Eats Astronaut Ice Cream?

In this activity, the student reads a scientific passage about astronaut ice cream and completes an activity to identify causes, effects, or cause-and-effect relationships between scientific ideas in the passage.

3.IN.3 C1 5 Files Cause and Effect

Learning Library > Explore 3.IN.3

Standard Starter

3.IN.3 C1 1 File Cause and Effect

Overview

Standard 3.IN.3 asks students to read historical, scientific, and technical texts. Students read these texts using a specific lens—a focus on the relationships among historical events, scientific ideas, or steps in procedures.

Objectives

Students will describe cause-and-effect connections between scientific ideas using language that pertains to cause and effect.

Summary

Students read a scientific passage about why and how astronauts go on spacewalks, highlighting cause-and-effect relationships. Students then complete a sorting activity, matching cause-and-effect relationships from within the passage.

Standard Connections

In historical and technical texts, events are commonly related by sequence and also cause and effect. In scientific texts, ideas and concepts are also developed with sequence and cause and effect, but they often include other relationships like comparison, statement and example, and additional support.

1 FILE

3.IN.3 Standard Starter

Download View File

Let's get logged into Navvy!

Note: This is a demo account. You will access your rostered accounts differently.



Link

www.navvyeducation.com



Username

pearson@navvy.com



Password

Pe@rson24



Your Turn: Explore Navvy Standards, Blueprints, and Checks

1. Standards Directory

1. From the left-hand navigation panel, choose a subject.
2. Select a course to view standards for.
3. Click "View Component & DOK Blueprint".
4. Click "Expand All".

The screenshot shows the NAVVY Standards Directory for Math Grade 6. The left-hand navigation panel includes links for Home, Assignments, Reports, Class Rosters, and Learning Library. The Learning Library is expanded, showing Math, English, Science, and Social Studies. The Math section is selected, displaying a table of standards. The table has columns for Standard ID, Description, and DOK Level. The standards listed are 6.EE.1 and 6.EE.2, each with two components (C1 and C2) and their respective DOK levels (1, 2, and 3).

2. Standard Summary

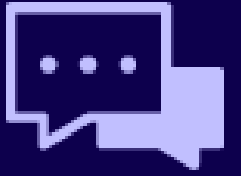
1. From the Standards Directory, choose any one single standard.
2. Click on the Standard.
3. View the Standard and its Components at the top of the page.
4. Scroll down and view the "Related Standards" relationships at the bottom of the page.

The screenshot shows the NAVVY Standard Summary for 6.EE.8. The left-hand navigation panel is the same as in the previous screenshot. The main content area displays the standard 6.EE.8, which is "Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams." The standard is described in three components (C1, C2, C3) and is associated with DOK levels 1, 2, and 3. Below the standard description, there are two sections for "Related Standards" with icons for "Component & DOK Blueprint" and "Assessment".

3. Assign a Practice Check

1. From the Standard Summary page, click "Assign New" Practice Check.
2. Click "View Standard Description and Navvy Blueprint" to expand.
3. View the Component and DOK blueprint, as well as Total Items and Typical Time to Complete.
4. Assign using the Navvy blueprint.

The screenshot shows the NAVVY Assign Practice Check page. The left-hand navigation panel is the same as in the previous screenshots. The main content area displays the "Assign Practice Check" page for standard 6.EE.8. The page has two main sections: "Online Practice" and "Print Practice". The "Online Practice" section includes a description of the standard and a "Select Standards" button. The "Print Practice" section includes a description of the standard and a "Print Practice" button. Below these sections, there are two sections for "Related Standards" with icons for "Component & DOK Blueprint" and "Assessment".



Turn and Talk

Compare

How are Navvy resources similar to what you already have access to when planning for best first instruction?

Contrast

How are Navvy resources different from what you already have access to in your curriculum or other materials?

Boost

What is one way Navvy's standards and blueprints might help you plan for best first instruction?

Boost

What is one way Navvy's Standard Starters might help you plan for best first instruction?

3:00

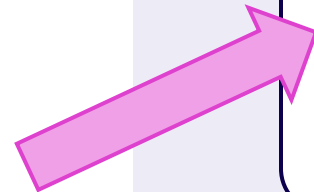
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Navy

Let's take
a break!



Analyzing Evidence of Student Learning

Each of Navvy's Class and Student reports is designed to provide evidence of student learning and inform your instructional next steps.



Plan

Make a plan to address student needs using Navvy's **instructional resources**

Teach

Provide instruction and learning opportunities for students

Reflect on Results

Use **Roster by Standard, Component Accuracy**, and **Practice Response Frequency** reports to review data and identify student learning needs.

Check Understanding

Assign standards-level **Competency Checks** and **Practice Checks** to measure understanding.



Roster by Standard

Which students have fully learned the standard, and which need more support?

- 1. What can I celebrate?
- 2. What evidence of student learning do I see?
- 3. What instructional next step might I take?

NAVY

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Roster By Standard

Standard Set

Math Grade 6

Class

Math Grade 6 - Mil...

Check type:

Competency

Practice

Domain:

All Domai...

View by:

Bad...

Status:

All A...

☒ Attempted standards only

Competency

Attempted 1x

Attempted 2x

Attempted 3x

Attempt In Progress

Not Attempted

Student	Current Progress	Expressions and Equations			Geometry	The Number System		Course Progress
		6.EE.1	6.EE.2	6.EE.8	6.G.4	6.NS.1	6.NS.4	
Wilek Mitchenson	67% (4/6)	✓	✗	✓	✓	✗	✓	14% (4/29)
Koby Knight	67% (4/6)	✓	✗	✓	✗	✓	✓	14% (4/29)
Donn Kiossel	50% (3/6)	✓	✗	✓	✗	✗	✓	10% (3/29)
Frank Farr	67% (4/6)	✓	✗	✓	✓	✓	✗	14% (4/29)
Piper Pringle	50% (3/6)	✓	✓	✗	✓	✗	✗	10% (3/29)
Trevor Timmons	67% (4/6)	✓	✓	✗	✓	✓	✗	14% (4/29)
Lorenzo Laughton	83% (5/6)	✗	✓	✓	✓	✓	✓	17% (5/29)
Alexa Allende	67% (4/6)	✗	✓	✗	✓	✓	✓	14% (4/29)
Kay Tschirschky	100% (6/6)	✓	✓	✓	✓	✓	✓	21% (6/29)
Shannon Havran	67% (4/6)	✗	✓	✓	✓	✓	✗	14% (4/29)

Component Accuracy

How does student learning compare in each component of this standard?

- 1. What can I celebrate?
- 2. What evidence of student learning do I see?
- 3. What instructional next step might I take?

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Component Accuracy

Standard Set

Math Grade 6

Competency Check

6.EE.2 - Competency Check

Class

Math Grade 6 - Miller - A, Math Grade 6 - ...

6.EE.2 - Competency Check

Write, read, and evaluate expressions in which letters stand for numbers.

Component & DOK Blueprint

Attempt

Most Recent

Attempt 1

Attempt 2

Attempt 3

Diagnosis

All

Accuracy Performance Bands

Below 40%

40% - 65%

Above 65%

Students Assessed

20

Competency Earned

18

Percent Competency

90%

Component Summary

Most Recent Attempt

Show Class Breakdown

Component	Avg Score	Performance Distribution			
C1 Write expressions that record operations with numbers and with letters standing for numbers.	82%		0	0	20
C2 Identify parts of an expression using mathematical terms.	50%		10	0	10
C3 Evaluate expressions at specific values of their variables.	80%		1	6	13

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Progress Details

Which parts of the standard does this student need more support with?

- 1. What can I celebrate?
- 2. What evidence of student learning do I see?
- 3. What instructional next step might I take?

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Bobby Brass's Progress

Section: Math Grade 6 - Miller - A

Course: Math Grade 6

Standard

6.EE.2

6.EE.2

Write, read, and evaluate expressions in which letters stand for numbers.

Bobby's Results

Expand assignments to view component details

Competency Checks					
Date	Name	Attempt	Standard Score	Result	
1/31/2025	6.EE.2 - Expressions and Equations	1	6.EE.2 5/8	Competency	
Component		DOK 1	DOK 2	DOK 3	Total
1	Write expressions that record operations with numbers and with letters standing for numbers.	+	+		3/3 (100%)
2	Identify parts of an expression using mathematical terms.		- +	-	1/3 (33%)
3	Evaluate expressions at specific values of their variables.	+ -			1/2 (50%)
		3/4 (75%)	2/3 (67%)	0/1 (0%)	
Started: Jan 31, 2025 11:07 AM					Submitted: Jan 31, 2025 11:10 AM

Practice Check Review

What were this student’s mistakes, misunderstandings, or misconceptions do on this attempt?

- 1. What can I celebrate?
- 2. What evidence of student learning do I see?
- 3. What instructional next step might I take?

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Review for Bobby Brass

Type	Standard	Attempt	Submitted	Time Spent
Practice Check	6.EE.2	1	Feb 2, 2025 9:47 AM	3 min

Performance by Item

Key: + Correct - Needs Review

Correct

5

Needs Review

3

Result

63%

Item 1

6.EE.2

C1

DOK 1

+ Correct!

Which word phrase is represented by the expression $7 + 3p$?

A

The quotient of 7 and $3p$

B

The difference of 7 and $3p$

C

The product of 7 and $3p$

D

The sum of 7 and $3p$

+

Practice Response Frequency

What are the common mistakes, misunderstandings, or misconceptions?

- 1. What can I celebrate?
- 2. What evidence of student learning do I see?
- 3. What instructional next step might I take?

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Reports > Practice Response Frequency

Practice Response Frequency

Standard Set

Math Grade 6

Standard

6.EE.2

Class

Math Grade 6 - Miller - A, Math Grade 6 ...

6.EE.2

Write, read, and evaluate expressions in which letters stand for numbers.

> Component & DOK Blueprint

Attempt

Latest Attempt

Student Diagnosis

All

Item Performance

All

Time Period

Academic Year

Show Item Filters

Showing 8 of 42 Items

6.EE.2

C1

DOK 1

Which expression represents 4 more than twice a number, p ?

A

$p^2 + 4$

B

$2p - 4$

C

$p^2 - 4$

D

$2p + 4$

Total Responses: 32

72% of students answered correctly.

A

25%

B

3%

C

0%

✓ D

72%

NR

0%

Show Responses by Student



What is the most
instructionally useful
piece of data you can find?

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Navy

Let's take
a break!



Targeted Supports with Navvy

Targeted support refers to the instructional interventions that happen between assessment attempts.

Plan

Make a plan to address student needs using Navvy's **instructional resources**

Teach

Provide instruction and learning opportunities for students

Reflect on Results

Use **Roster by Standard, Component Accuracy**, and **Practice Response Frequency** reports to review data and identify student learning needs.

Check Understanding

Assign standards-level **Competency Checks** and **Practice Checks** to measure understanding.



The evidence base for targeted support suggests...



...best first instruction (Tier 1 instruction) needs to provide opportunities to master key knowledge and skills.



...targeted support supplements best first instruction.



...regular checks for understanding allow teachers to identify and address needs early.



...formative data should be used to determine (and celebrate) when students no longer need targeted support.



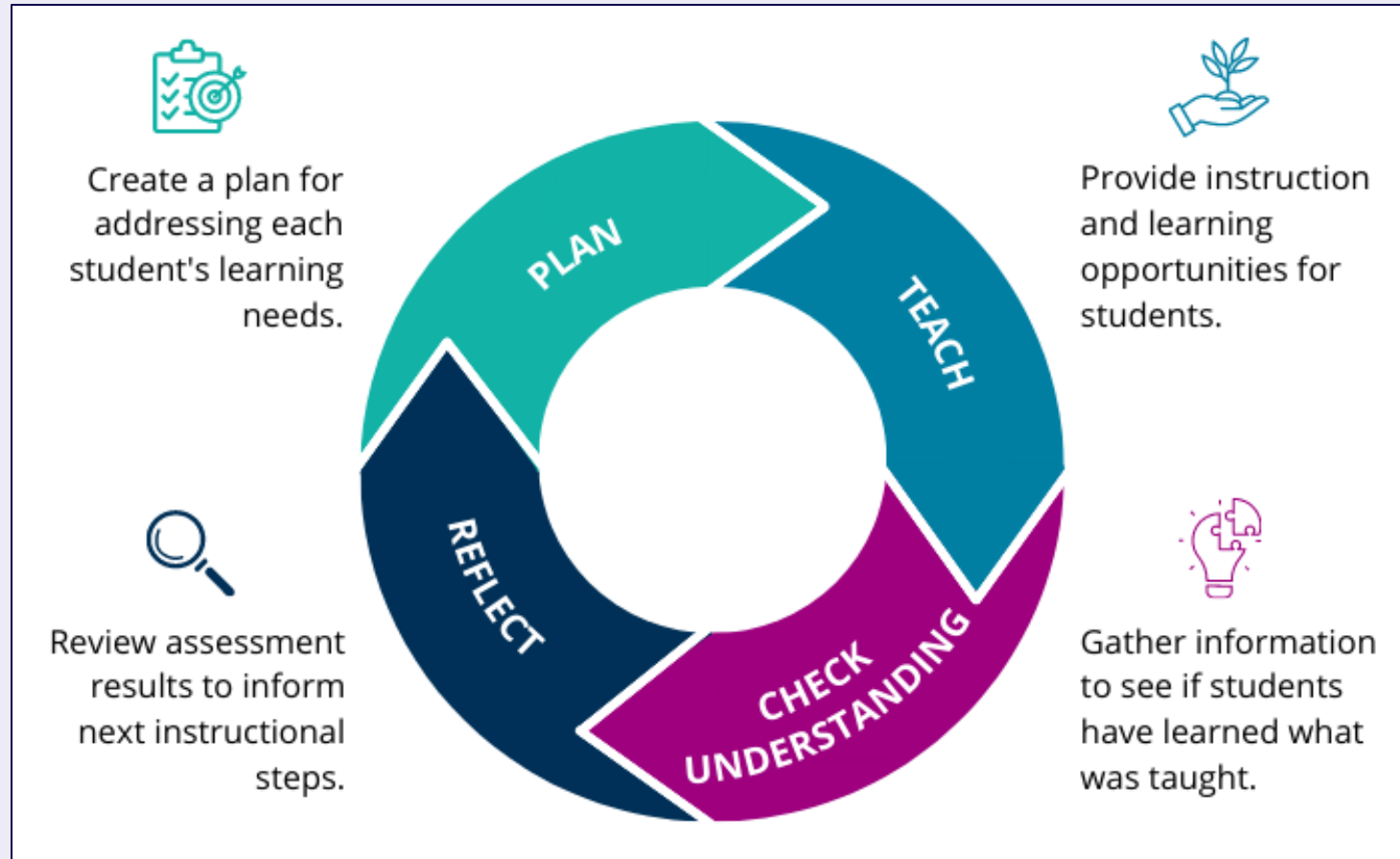
...targeted support is most effective when structured like mini cycles of learning.



...targeted support can help close achievement gaps!



The Power of Navvy: Embedded in the Teaching and Learning Cycle



Providing Targeted Support with Navy Practice Checks

Attempt	Submitted	Time Spent	Items Correct	Diagnosis
Attempt 1	May 22, 2023 12:25 PM	1 min	3/7	Non-Competency
Component	DOK 1	DOK 2	DOK 3	Total
1 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.	++	+		3/3 (100%)
2 Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.		-	-	0/2 (0%)
3 Represent solutions of inequalities of the form $x > c$ or $x < c$ on number line diagrams.		-	-	0/2 (0%)
	2/2 (100%)	1/3 (33%)	0/2 (0%)	

6.EE.8 Practice Practice Questions

0 Questions Selected Add selected questions Cancel

Component

- Component 1 ?
- Component 2 ?
- Component 3 ?

DOK

- DOK 1
- DOK 2
- DOK 3

Showing 3 of 3 Items

6.EE.8 Practice C2 DOK 1

Consider the inequality $x > 75$. Which TWO statements about the inequality are true?
A The variable can equal 76.
B The variable can equal any number less than 75.
C The variable can equal any number greater than 74.

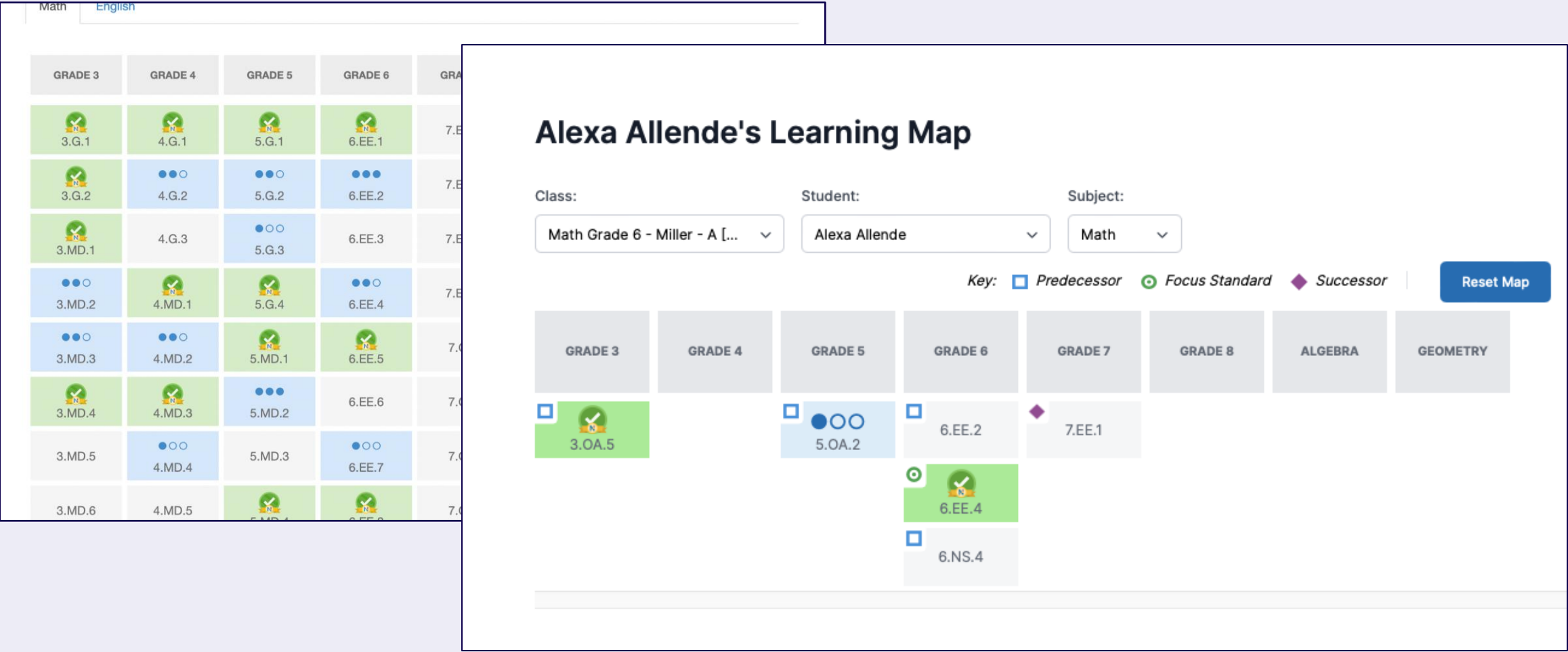
6.EE.8 Practice C1 DOK 3

Jaden's rare nickel collection contains nickels that were made in any year, y , where $y > 1920$ and $y < 1950$. Which option accurately describes Jaden's rare nickel collection?
A The nickel collection contains nickels made in any year that is 1921 or later, since he collects nickels made

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Providing Targeted Support with Navvy's Learning Map



Providing Targeted Support with Navvy’s Learning Library



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Standard Starter

Standard 3.IN.3 asks students to read technical texts. Students focus on the relationship between cause and effect or steps in procedures.

3.IN.3 C1 1 File Cause and Effect



Classroom Connection

Sentence Strips Activity

This activity is a passage repeated or extended with sentence strips and fill them in to show the relationship between cause and effect or steps in procedures, but students.

3.IN.3 C1 1 File Cause and Effect



Facilitated Activity

What is a Spacewalk?

In this activity, students read a passage about spacewalks and will describe cause-and-effect connections between scientific ideas using language that pertains to cause and effect.

3.IN.3 C1 5 Files Cause and Effect



Independent Activity

Who Eats Astronaut Ice Cream?

In this activity, the student reads a scientific passage about astronaut ice cream and completes an activity to identify causes, effects, or cause-and-effect relationships between scientific ideas in the passage.

3.IN.3 C1 5 Files Cause and Effect

CAUSE AND EFFECT ANCHOR CHART

CAUSE AND EFFECT

CAUSE: WHY SOMETHING HAPPENS

EFFECT: WHAT HAPPENS

CAUSE



EFFECT



Because it was raining.

SIGNAL WORDS

because

since

as

due to

because of

Readers can also ask questions to identify cause-and-effect relationships.

- Does a sentence in the passage explain why something happened?
- Does the sentence describe something that happened? If it does, what caused it?

STANDARD STARTER

THE STANDARD

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

COMPONENTS OF THE STANDARD

This standard has a single component:

1) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures using language that pertains to time, sequence, and cause and effect

OVERVIEW

Standard 3.IN.3 asks students to read historical, scientific, and technical texts. Students read these texts using a specific lens—a focus on the relationships among historical events, scientific ideas, or steps in procedures.

PASSAGE

"What is a Spacewalk?"

By NASA

1) Astronauts go on spacewalks for many reasons. Spacewalks let astronauts work outside their spacecraft while still in space. Astronauts can perform experiments on a spacewalk.

Experiments can be placed on the outside of the spacecraft. Being in space affects different things.

2) Spacewalks also let astronauts repair their spacecraft. Astronauts can fix things on spacewalks, astronauts can fix things on spacewalks.



SORTING CAUSE AND EFFECT

Sort these cards by the section title from the passage.

Astronauts need to go on spacewalks.

"Why Do Astronauts Go on Spacewalks?"

Astronauts breathe pure oxygen for a few hours when they get into their space suits.

"How Do Astronauts Go on Spacewalks?"

There are two airlock doors astronauts go through to exit the spacecraft.

"How Do Astronauts Stay Safe During Spacewalks?"

Astronauts use safety tethers.

"How Do Astronauts Stay Safe During Spacewalks?"

- Standard Starters
- Independent Activities
- Facilitated Activities
- Classroom Connections

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Your Turn: Explore Targeted Support Resources

Practice

Assign a Practice Check and imagine you are adjusting it to provide targeted support.

Map

Review Navvy's Learning Map and imagine what you would look for to inform targeted support.

Library

Locate Navvy's Learning Library and find an instructional resource you could use to provide targeted support.

Connect

How might you use Navvy's resources for targeted support alongside curricular or other resources?

8:00



**Which Navy resource can
you imagine using to provide
targeted support?**

Teaching – and learning – is not just a science. It's an art.

Supporting + Disrupting

There are many factors that contribute to student learning – some that support students, and others that get in the way. Consider:

- Teacher Practices
 - Prior Knowledge
 - Mindsets and Beliefs
 - Motivation
 - Effort
-

Assessment AS Learning

Healthy relationships with learning, and assessment as a learning activity, are key.

- Self-efficacy
 - Confidence
 - Upward momentum
 - Identity as a learner
-



How can you reinforce healthy student mindsets about their learning journey in Navvy? What might get in the way?

Healthy Student Mindsets with Navy Badges

NAVY

My AssessmentsProgressLearning MapAlexa Allende

Alexa's Progress

Class:Grade 6 Math - A (Gr...

▼

Check type:CompetencyPractice

Expressions and Equations

6.EE.1

6.EE.2

6.EE.3

6.EE.4

6.EE.5

6.EE.6

6.EE.7

6.EE.8

Geometry

6.G.1

6.G.2

6.G.3

6.G.4

Ratios and Proportional Relationships

6.RP.1

6.RP.2

6.RP.3

NAVY

My AssessmentsProgressLearning Map

Alexa Allende's Progress

Class:Grade 6 Math - A (Grade 6...

▼

Check type:CompetencyPractice

[? What do the badges mean?](#)

Expressions and Equations

6.EE.1

6.EE.2

6.EE.3

6.EE.4

6.EE.5

6.EE.6

6.EE.7

6.EE.8

6.EE.9

Geometry

6.G.1

6.G.2

6.G.3

6.G.4

The Number System

6.NS.1

6.NS.2

6.NS.3

6.NS.4

6.NS.5

6.NS.6

6.NS.7

6.NS.8



What do you want to remember most about using Navvy to plan for best first instruction, or provide targeted supports for student learning?

Resources:

- BIE Office Hours
- Pearson Success Partner Office Hours
- Navvy Support Hub
- Navvy Educator Handbook
- Navvy Community Support
 - Help Ticket in Navvy
 - Call 1(215) 966-5276
 - M-F, 7:00-6:00 CT



Educator Handbook

»Pearson

Post – PD Feedback Survey

Session: Navvy Extensions

Presenter: Amanda Drahm

